

FACILITIES, EQUIPMENT, AND PROGRAM OFFERINGS
FOR PRE-SCHOOL CHILDREN

A THESIS
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DEDICATED
TO MY
HUSBAND
EDDIE HENDERSON

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D.J.H.

TABLE OF CONTENTS

	Page
Chapter	
I. INTRODUCTION.	1
Rationale	
Evolution of the Problem	
Contribution to Educational Knowledge	
Statement of the Problem	
Limitations of the Study	
Purposes of the Study	
Methods of Research and Procedures	
Definitions of Terms	
Subject and the Locale of the Study	
Materials	
Review of Related Literature	
II. PRESENTATION AND ANALYSIS OF DATA.	17
Background Statement	
General Introduction and Presentation of Data	
Physical Facilities	
Description of the Subjects	
Occupations of Parents	
Geographical Locations Within the City	
Supervision	
Income	
Equipment	
The Program Offerings	
III. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	45
Summary of General Design of the Study	
Procedural Steps	
Summary of Related Literature	
Summary of Findings	
Conclusions	
Implications	
Recommendations	
Value of the Study	
BIBLIOGRAPHY.	55
APPENDIX	

LIST OF TABLES

Table	Page
1. Occupations of the Fathers - Given According to Schools.....	25
2. Occupations of the Mothers - According to Schools.....	29
3. Equipment.....	37
4. Use of Equipment According to Schools.....	39
5. Program Offerings According to Schools.....	44

CHAPTER I

INTRODUCTION

Rationale.--It is generally known that the pre-school period in children's lives is a basic, formative one, both from a point of view of adults and of society. The formative pre-school years are the foundation for effective citizenship, leadership, morality, and health. Just as an architect designs and plans a building on a strong foundation in order that it may withstand, so must the lives of children be planned and built on a strong foundation, so that they may develop the desired traits as they grow older. Children's lives must be built from a strong foundation if they are to survive satisfactorily in this world of many changing problems. Directed play is a positive influence on wholesome childhood development when play areas are adequately started and adequately equipped.

If you will watch a child playing, the thing you will be struck by will be his seriousness. Whether he is making a mud pie, building with his blocks, playing ship or horse or steam engine, or marching as a soldier to defend his country, you will see, if you watch his face, that he is giving his whole mind to the matter in hand, and is as much absorbed in it as you become in your most serious pursuits. It is the supreme seriousness of play that gives it its educational importance. Education, as we have all learned, is not simply a matter of accumulating knowledge. It is not even a matter of acquiring power, of training the muscles and the mind. The aim is to develop power, train the muscles and the mind. This characteristic of the

true educational experience is possessed by play and, to the full extent, by play alone. It is only in his play that the child's whole power is called forth, that he gets himself entirely into what he does. Or rather, in play, he puts more than himself into it, more than was actually there, or would ever have existed, if called for by a less powerful enchanter. Play is like a chemical reaction, in it the child's nature leaps out toward its own and takes possession.

Play builds the child. It is a part of nature's law of growth. It is in truth for the sake of play, and of growth conducted by it, that there is such a thing as a child at all. Children do not play because they are young, they are young in order that they may play. It is for the sake of play that the great phenomenon of infancy exists. Play is the positive side of the phenomenon. Growth through play is an example of growth through action. But it is much more than that. It is growth through certain prescribed activities in which an essential part of nature's purpose is wrapped up. The play-built animals are not left to grow at haphazard, are not merely opportunist. The action that gives their final form is not such as whim or chance may happen to direct. Nature has in them specific and imperious purposes in view. These purposes nature has embodied in impulses, known as play instincts, are conscious tendencies which unfold themselves in every child and direct his action so far as it is left by circumstances and his elders to his control.

Play is the essential part of education. It is nature's prescribed course. School is invaluable in forming the child to meet actual social opportunities and conditions. Without the school he will not grow up to fit our institutions. Without play he will not grow up at all.

To the child, play is the most important thing there is. It is primary, comes first in interest, represents life - real life. It is what all the rest is for. It is difficult, making an infinite and insatiable demand for power and courage. It is authoritative, required, not to be slighted without shame. Play is the child. In it he wrecks himself. It is the letting loose of what is in him, the active projection of the force he is, the becoming of what he is to be.

The boy without play activities is father to the man without a job. The boy without play activities is the man without a job. He is suffering identically the same loss, the absence from his life of the chief means of living, the cutting of the main strand of his existence. Play is to the boy what work is to the man - the fullest attainable expression of what he is and the effective means of becoming more.

Evolution of the Problem.--As a classroom teacher, the writer of this thesis is interested in the formative as well as the later years of development of children. Not too far in the past, the play facilities for Negro children in this city were very limited and inadequate. Recently, more facilities have been put into use for the Negro population, but has the pre-school child been left out? Has he been included in these recent play areas or has the trend been directed to children of school age and adults? Realizing the importance of play in forming a firm foundation on which to build a secure life, the writer will do a descriptive survey to determine to what extent the pre-school child has been planned for in the present areas of play activities.

Contribution to Educational Knowledge.--The information and findings of this study should prove beneficial in many ways. Establishing the extent

and adequacy of facilities for pre-school Negro children should make adults more concerned about possible inadequacies and more determined to react in such a way as to obtain some of the most needed play facilities which are at present in dire need for the pre-school child of this population. A thorough knowledge of the importance of play in the lives of young children will make adults more conscious of trying to provide the minimum essentials in this area. If inadequacies and ways of improvement are brought to light through factual information, then a true knowledge of what is needed will be first hand information.

Statement of the Problem.--The problem involved in this study is to determine the extent and adequacy of facilities, equipment, and program offerings for pre-school Negro children in four selected nurseries in Atlanta, Georgia.

Limitations of the Study.--This study will be concerned with the extent and adequacy of facilities, equipment, and program offerings for pre-school Negro children in Atlanta, Georgia, taking in consideration four selected nurseries.

The instruments to be used are (1) address and occupational forms; (2) questionnaires; (3) interviews; (4) observations.

Purposes of the Study.--The specific purpose of this study is to answer the following questions:

1. What is the general status of nursery school education for Negro children in Atlanta?
2. What facilities and equipment are available to pre-school Negro children in four selected nurseries in Atlanta?
3. What are the conditions of the play equipment and facilities for

the pre-school Negro children in these four nurseries?

4. What classes of the population do they serve?
5. What are the program offerings for pre-school Negro children in these four nurseries?
6. What is the extent of adequacy of the existing play equipment in these four nurseries in relation to the interests and needs of pre-school children, as formulated by authorities on early childhood development?
7. What are the implications for the development of nursery school education for Negro children in Atlanta?

Methods of Research and Procedures.--In this study the Descriptive Survey method will be used in finding, presenting and interpreting the data necessary to formulate the extent and adequacy of play equipment and facilities for pre-school Negro children in four selected nurseries in Atlanta, Georgia.

The data for this study were obtained by use of:

1. Address and occupational forms
2. Questionnaires, which were filled out by the supervisors of the nursery schools.
3. Interviews which were held with the supervisors.
4. Observations which were made of the pre-school groups and play activities by the writer.
5. Observations which were made of the program in action by the writer.

Definitions of Terms.--As has been said, there is a tyranny of words, that is, words or terms not fully understood can cause great misunderstanding

and untold trouble. Therefore, in a thesis of this kind, certain terms, though presumably common, should be explained and carefully defined. Some of the key words in this study that should be defined or explained are "pre-school", "facilities", "equipment", and "program offerings".

1. In this study, "pre-school" was used to denote the years of life prior to elementary school attendance... Denotes the life period or from two years to five years inclusively.
2. The term, "facilities", was used in this thesis to mean fixed, stationary objects used to add to the comfort of the subjects.
3. The term, "equipment", was used to mean articles which aid in activities; supplies; apparatus and equipage.
4. "Program offerings" was used to denote the total educational experiences of the subjects.

Subjects and the Locale of the Study.--The subjects in this study were the pre-school Negro children in four selected nurseries of Atlanta, Georgia. The study will include four nurseries. The findings of this study will be made available to other interested persons for future study and use.

Materials.--The materials which were used in this study to gather data were:

1. Address and occupational forms
2. Questionnaires
3. Interviews
4. Observations

Review of Related Literature.--Here the writer is primarily concerned with view points held by others concerning the area of play and its significance to the pre-school child. Joseph Lee, a play psychologist, states that

beauty, the aim and flower of all true play, does not exist for other things, but is all else for it. It is itself the end, the final up-against it, that which gives value to the rest. Life is, in the last analysis, a sporting proposition. Four provisional points of view are:

1. Play exercises the body and mind in the actions toward which their growth is in fact directed. It bids the hands to grasp and the legs to run. It calls upon the heart and lungs for such support to violent exertions as they do actually become fitted to give. The exercises it prescribes call for bone and muscle, for bodily habits and nervous coordinations, exactly such as are found in the well-developed man. The full-grown healthy body, responsive to the human mind, is such as play might be expected to secrete.
2. Play activity follows the order of actual growth. The wielding, manipulating, walking, chasing, wrestling plays are severally contemporaneous with the development of the bones, muscles and nerve centers on which these activities depend.
3. Most people who have watched children grow up will testify that they develop more fully and normally if they have an opportunity to play than if they have not.
4. The child does not use his powers until he has them. He cannot run without legs, nor climb until his arms are strong enough. When he feels his strength he uses it, but it does not follow that the use causes the strength. The child cannot run without legs nor play ball without hands. Without a body of some sort he could not play at all. Play must build always on the growth

already won.¹

Dr. Dayton E. Mitchell states that to the child play is always the seeking of the end. Play is achievement, the service of ends that justify themselves and the means of serving them. Man is the child of purpose, the servant of prescribed ends, by the original and ingrained habit of his mind. The training that play supplies is thus training in the moral attitude of man; for to seek results, focus attention not on going through the motions but on getting the thing done, is the condition and necessary form of all morality. The purposefulness of play develops especially during the Big Injun Age. As the leaf is the unit of plant life, and every tree structure built of leaves, so is purpose the unit of man, and every human spirit an edifice of inwoven purposes. Thus, the law of the play-built creature is the law of purpose. He is a hunter whose heart is set, not on hiding, running, leaping - not on healthful exercise - but on the taking of the game; a maker lost in the thing he makes, who will give all he has to finish it; a nurturer, citizen, who forgets his own life in the service of the life he loves. To play is to be the servant of an end.²

The question of what shall be reproduced is largely a question of what happens to be presented to the children in their daily life. Mother, father, family life; cook, carpenter, railroad train; kitten, dog or horse - nothing that the child habitually sees before him seems alien to him. Sheer imitation plays an important part in all dramatic play, and helps to give the child's actual surroundings the vast importance which they possess. It

¹ Joseph Lee, Play in Education (New York: The Macmillan Company, 1923), pp. 57-59.

² Dayton E. Mitchell, The Theory of Play (New York: The Macmillan Co., 1942), pp. 250-52.

gives to bad surroundings their potency for future evil, while upon the other hand it creates the opportunity to inject in the form of dramatic play almost any content, provided it be not wholly outside of the child's instinctive interests. Children at this age are very susceptible to suggestion, and it is our own fault if the characters they play or impersonate and the scenes they reproduce are not of an edifying sort. Not that all their play should be supervised as strictly as in the kindergarten. The kindergarten is a school - a course of discipline through which the substance of our grown-up conclusions upon the ideals and aims of life is infused into the form of children's play. It is training, the bending of the young vine toward the trellis that our best thought has set up for it. Play leadership outside the school should be less strenuous and less exciting. It should be largely negative, permitting spontaneous expression within the wide area of what a sympathetic understanding deems permissible - content, chiefly, with putting up a few fences to prevent the children from straying or getting hurt. Our leadership, moreover, especially at this age, is very largely in the sort of lives we live. What we are is what the child is trying to get at and reproduce and, for better or worse, he is going to come pretty near it in the end.¹

Mental growth is a process of constant incorporation, revision, reorganization, and progressive inhibition. Halverson, in a study of the development of the use of the hands in grasping, states that the acquisition of motor skill in infancy is in large part a modification and fusion of a

¹
 Dorothy Van Alstyne, Play Behavior and Choice of Play Materials of Pre-School Children (Chicago: The University of Chicago Press, 1932), pp. 121-23.

set of reflex and acquired activities, related and unrelated functionally, into a fluent movement cortically controlled. Richardson, in her study of adaptive behavior, found that the success in adaptive behavior was influenced by perceptive and emotional attitudes toward the whole situation as well as by the motor capacity of the child. Munn concludes from his survey of research in the basic functions of behavior of infants that the efficacy of exercise or special training is directly proportional to the degree of maturation of the underlying mechanisms.¹

Play activities are significant for the relatively untroubled youngsters and for many children who have suffered deprivations, frustrations, neglect, bad treatment, or exposure to crisis and disturbance in the family for example, desertion, divorce, alcoholism, prolonged absence of the father in military service, or enforced absence of the mother for gainful employment. Children from disturbed homes may find in play and expressive activities the help they need in meeting their problems and releasing their feelings, especially if their teachers are aware of these possibilities and provide the materials and the encouragement. The importance of creative activities and play opportunities within pre-school and early school settings is recognized more and more by workers in many areas of human development.²

The play activities provide opportunities for children to have fun - to enjoy themselves completely. Young people find satisfaction, joy and sport in their participation in play activities.³

¹ Theresa Dower Jones, The Development of Certain Motor Skills and Play Activities in Young Children (New York: Bureau of Publications, 1939), pp. 4-6.

² Frank G. Hartley, Understanding Children's Play (New York: The Columbia Press, 1952), pp. 139-41.

³ George D. Butler, Playgrounds: Their Administration and Operation (New York: A. S. Barnes and Company, 1950), pp. 3-5.

Dr. Leavill says that children play because their bodies demand activity, Matian, is the first law of their young lives... Children play in order to achieve, to gain that sense of importance through accomplishment which is so necessary to us all, no matter what our age may be. A thoughtfully set up yard with occasional new arrangement of movable equipment will stimulate new play interests in the same basic play material.

The following is a list of play equipment which should be provided for the pre-school child: see-saws; jumping ropes; balls: dodge, volley, soft; swings; climbing structure; slide, merry-go-round; hollow blocks; sand table; water table; and storage sheds.¹

Mrs. Allen, in her study on the adequacy of outdoor play for pre-school Negro children in Columbus, Georgia, stated that the facilities were limited, more trained supervisors were needed and greater interest and a better understanding of the needs of the pre-school child should have been manifested. She further stated that efforts were being made to encourage the recreation department of the city of Columbus to make better provisions for the very young or the pre-school child. So stated Mrs. Allen: "This study has been beneficial in promoting greater interest in the welfare of the pre-school child".²

Play is essential to the over-all development of the child. It is through his play experiences that a child learns about the world in which he lives and how to get along with the various people who populate it.

¹ Jerome E. Leavitt, Nursery-Kindergarten Education (New York: McGraw Hill Book Company, 1958), pp. 80-82.

² Almarita Williams Allen, "A Study of the Extent and Adequacy of Outdoor Play Facilities for Pre-School Negro Children in Columbus, Georgia", Unpublished Master's Thesis, School of Education, Atlanta University, 1951.

Although he enjoys playing and likes to make a game out of everything he does, he is also serious about his play. The two-year-old has fun as he attempts to hammer pegs into their holes, but his face may show concentration, determination, or scowls of frustration, depending upon his success and his patience. The four-year-old will clap with delight at the announcement of "Rhythms", and then may close his eyes and "lose" himself in the role he is playing to the music. The five-year-old thoroughly enjoys the dramatic and will omit no detail in his serious presentation as "fireman" in the make-believe rescue.

In general, there are four types of activities which afford fun and exercise, give play experiences, and help to contribute to the social and emotional growth of children: (1) free, but supervised play with indoor and outdoor equipment; (2) rhythmic activities and dancing; (3) imitative activities; and (4) simple group games and stunts.

Although no specific age group has sole claim to any set of developmental characteristics, it is desirable for any nursery school teacher to have a general idea of the patterns of child development. Physical activities should be planned in accordance with the developmental level of the children within the group.

Nursery schools have an important responsibility in helping children toward optimum body development for their age levels.

Good health practices should be encouraged. A balanced program of physical activities should be provided. Equipment should be selected with care. Children should experience a fun approach as they develop their early concepts of cooperation and sportsmanship.

Two types of physical activity suitable for children of two to five

years are free, but supervised, play with room and playground equipment, rhythmic activities and dance, imitative activities, and simple games and stunts.

Play is essential to child development. Play is fun, yet serious business to the child. Those who plan activities and experiences for little children must develop a "play spirit."

All physical activities need to be considered in relation to a total program of nursery school activities. It is not only the exercise he gets during "play" periods which helps the child to grow, but any body-developing activities throughout his day, both in school and out, make their contribution to his strength and well-being.¹

Perhaps you will want your child to take advantage of nursery education if it is available in your community. Most children -- and parents, too -- benefit from it. In a good nursery school children get an opportunity to learn how to get along with others. They learn how to stand up for their own rights and also to respect the rights of others. A nursery school does not take the place of home; it adds to it by providing extra experiences. Children attending good nursery schools have space to run about and shout in; apparatus for climbing on; interesting things to make and build; and countless opportunities, not usually available at home, for working off their energy and satisfying their curiosity.

Well trained nursery school teachers understand children and are able to view them more impartially than most parents can. Through nursery education parents are provided with opportunities to work with professionally trained specialists and thus get a better understanding of children's needs

¹

Jerome E. Leavitt, op. cit., pp. 203- 08.

and ways to meet them.¹

Young children usually like simple toys best. The two-year-old, for example, loves to play with empty boxes or hollow blocks of different sizes and will spend long periods putting smaller ones into larger ones. As he grows older, he needs a variety of things to use in his daily life - the life that grown-ups call play but that meets a very real need for him. Play is fun just for its own sake, but it also provides a child with physical activity and so helps him to grow strong and healthy. It encourages him to be creative and imaginative and is his way of learning many things. In the following list, you will find some suggested play materials, grouped according to the activities which they make possible. Play materials that bring about vigorous physical activity are: balls, beanbags, shovel, broom, ladder, swing, trapeze, slide, climbing apparatus, boxes, boards, sled, wagons, kiddy-car, velocipede, wheelbarrow. Materials used in dramatic and imaginative play are; blocks for building, trains, trucks, airplanes, sand-box, doll dishes, washing equipment, household equipment, furniture, doll-house, doll carriage, toy animals. Materials that stimulate creative activity are: large-size paper, wrapping paper, wall paper, tissue paper, pencils, crayons, paints, chalk, blackboard, books, clay, blunt-tipped scissors, paste, lumber, pasteboard, cartons, wheels, old clocks, hammer, saw, screw-driver, pliers, vise, plane, and other toys.²

Since education is a means by which individuals are initiated into the ways of their culture, any American educational group has its purpose clearly defined. It must help American children learn to live in a democratic culture. The nursery school has a particular important role to play in

¹"Nursery Education", Understanding Your Young Child (Metropolitan Life Insurance Co., 1951), p. 22.

²Ibid., pp. 19-20.

achieving this purpose since it offers children their earliest opportunity outside of the home to live with a group of contemporaries and thus to develop attitudes towards themselves and others that may be basic to their learning to live in a democracy. The school cannot do this alone; home and school must cooperate. The nursery school works with parents to supplement and enrich the child's development.

In the physical environment of the nursery, furniture, play materials, and all equipment are scaled to the child's size and abilities so that he may carry on his activities in his own way without fear of failure. He is in a situation where other children perform at about his level and where teachers know him as an individual and have an understanding of what to expect from him.

Since a democratic culture must of necessity be made up of thinking individuals, a second responsibility of our education is to stimulate independent, fearless, creative thinking.

The well-planned nursery school offers myraid of opportunities for investigation, experimentation, problem-solving, imaginativeness, and creativeness - activities which require children to develop their intellectual powers. Because one nursery serves many children, it can furnish more of these opportunities than can most homes where only one or two children are living.

In summary, it may be said that nursery education, through its deep respect for the individual, its emphasis on producing sound, critical, creative thinking, and its promotion of coperative effort may make an

important contribution to each child's growth and in turn play an important part in the total education scheme.¹

¹
Betsey Williams, "Contributions of Nursery Education" (Rhode Island: National Association for Nursery Education, 1957), pp. 7-9.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Background Statement

This thesis studied four nurseries in detail. To understand the setting out of which the problem grew, it is necessary to understand the general situation of nursery school education in Atlanta. We therefore review that status in this preliminary section.

There are twenty-one nurseries for Negro children in the city of Atlanta, some operated on a profit, some on a non-profit basis; with an enrollment of approximately 1,096.

There are 200,000 Negroes in Atlanta - an estimated 13% of which are of pre-school age. It may be estimated that there are from 16,000 to 20,000 pre-school (two to five year old) children in Atlanta with an estimate of approximately 4,000 in each age group.¹

The 1,096 pre-school children enrolled in nursery schools in Atlanta, and the estimated total of from 16,000 to 20,000 pre-school children in Atlanta, shows that only approximately 1/16 of the pre-school children in Atlanta are enrolled in nursery school. With the twenty-one nursery schools in Atlanta, there would not be space to accommodate the pre-school children should all parents wish to enroll their children.

¹

Preliminary Estimates, Population-Housing, DeKalb-Fulton, Metropolitan Area, Estimates for Census Tracts, April 1, 1958, Metropolitan Planning Commission, 900 Glenn Building, Atlanta 3, Georgia.

In March, 1958, 2.8 million working mothers in the United States had children of pre-school age.¹ Of the total population in Atlanta, approximately 50% of the working mothers have children of pre-school age. With the present number of nursery schools, and the present number of pre-school children in Atlanta, the present number of nursery schools falls far short of the number needed to care for these pre-school children while the mothers are away from home.²

Of the present twenty-one nurseries, there are no licensed operators. Only a permit is required from the Fulton County Health Department to operate a nursery school. There is no state law on the operation of nursery schools in the state of Georgia or in the city of Atlanta.

Health, sanitation, and safe equipment are the only standards set up by the Health Department. They have no accrediting agency, no program or curriculum guides, and no formal standards for the operation of such schools.

The procedure for getting a license for the operation of a nursery school is that the prospective operators must first make application to the zoning board. A public hearing is then scheduled to allow the community to present evidence as to whether or not they want a nursery in their midst. If the opposition is too great, then no license is granted for setting up a nursery school in that area. If there is no opposition, the prospective operators then make application to the Health Department, with the Health Department acting as a clearing house before issuing the permit. The Health Department contacts police headquarters to see if the person in question has ever had a police record; they contact the fire department to see if

¹ Henry David, "Work, Women, and Children," The Nation's Children Edited by Eli Ginzberg, Volume I (New York: McGraw Hill Book Company, 1960), p. 189.

² Interview with Dr. Jaeger-Lee, pediatrician Consultant and physician for maternal and child Health Services, State Department of Health, Atlanta, Georgia. April 5, 1960.

the building where the nursery is to be set up meets adequate fire regulations. The building inspector is then contacted to see if the building is suitable for the operation of a nursery school. Then the Health Department contacts the Welfare Department in order to inform them of the place and location of the nursery school to be set up; and to see if the Welfare Department has available trained child-care workers who would work along with the new operator on the setting up and running of a nursery school until the new operator is in position to handle the nursery alone.

If the nursery school is operated on a private basis, then a city business license fee is charged, but if the nursery school is operated on a non-profit basis (i.e., school or church operated nurseries), no city business license fee is charged.¹

A citizens committee, headed by Dr. Jaeger-Lee, is working with the nursery school educational program through state consultants and the state certification department by way of getting state-wide supervision for the nursery schools, developing standards, encouraging adult education in early childhood development and stressing for teacher certification for teachers working with pre-school children. Presently, there is no state supervision, no educational standards, an inadequacy in adult education on early childhood development, and no teacher certification for the nursery schools. This committee is also investigating ways and means of getting more nursery schools for all pre-school children in Atlanta.²

¹ Interview with Mr. H. P. Dobbs, Head of the General Sanitation Section, Fulton County Health Department, Atlanta, Georgia, April 4, 1960.

² Ibid., interview with Dr. Jaeger-Lee, April 5, 1960.

General Introduction and Presentation of Data

"If you want to know what a child is, study his play; if you want to affect what he shall be, direct his play".¹

This chapter is concerned primarily with the facilities, equipment, and program offerings for pre-school children as found in four of the nurseries sponsored by four different agencies. These nurseries shall be designated as A, B, C, and D.

The data for this study were obtained by the use of: (1) a prepared address and occupation form;² (2) specially prepared questionnaires which were filled out by the various supervisors;³ (3) interviews which were held with the supervisors by the writer; (4) observations which were made of the pre-school groups and their activities by the writer.

Physical Facilities

School A, which is located in the S.W. section, is school sponsored. School B, which is located in the S.W. section, is privately sponsored. School C, which is located in the S.W. section is sponsored by the Community Chest and School D, which is located in the S.W. section, is church sponsored. The area served by School A covers a five to ten mile radius, and School D serves the city at large. Case work is additional services provided by School C. School C also has national affiliations with: (1) The Child Welfare League of America; (2) National Association for Nursery Education; (3) National Conference of Social Work. School D is affiliated with the National Council of Churches. School D also renders additional

¹ Joseph Lee, Op. cit., p. 21.

² Copy attached as Appendix.

³ Copy attached as Appendix.

services through providing transportation facilities for the pre-school children.

In designing a building to serve primarily as a nursery school, the planners must consider what children, parents, and teachers do in a nursery school. Children will be going through their daily routine of playing, engaging in a variety of other educative activities, eating, and sleeping. There will be the teachers or assisting parents, who guide and are responsible for the many-sided aspects of the school. There will be those who come to observe. These may be parents who have come, possibly to acquire a better understanding of their children; elementary children observing how young children sleep and eat; high school children interested in the care and feeding of children as part of their work in homemaking or family-life education; and college students conducting research in child psychology or preparing for careers in the education and care of young children. There will be those who bring the daily supplies of food and those who prepare it. To meet all these requirements of space, facilities, and circulation, a plan of the nursery school logically develops to provide for these functions.

Though the nursery school may resemble a residence in many ways, it should provide for those requirements arising from the fact that it serves as a community center and as a classroom as well.

Of the four nurseries studied, the data indicate that School A has three play areas for the sixty-nine two to five year olds and ten square feet of indoor space per child. School B has one play area for two year olds, one play area for the three and four year olds, and one play area for the five year olds. School B serves sixty-four two to five year olds. School C has three play areas and serves thirty-two two to five year olds.

School D has four play areas and serves approximately one hundred and seventy-five two to five year olds.

There is adequate space in each of the four nurseries. There is a teacher's lounge in Schools A, C, and D. There is no teacher's lounge in School B. There are three rest rooms for the children in School A which are adjacent to the play rooms; there are four rest rooms for the children in School B; there is a rest room for each group in School C which is adjacent to and opens into the play room; there are five rest rooms for the children in School D. There is adequate storage space in each of these nurseries. In School A, the children play and sleep in the same room, with separate space provided for eating; in School B, separate space is provided for playing, eating, and sleeping. There is a play room, a dining room, a nap room, and a cloak room; in School C, all of the activities take place in the same room, with no separate space provided; in School D, the two and three year olds play, eat, and sleep in the same room, with separate space provided for each of these activities for the four and five year olds.

The floors in each of these nurseries are suitable. In School A, some of the floors are hardwood and some are linoleum tile; in School B, the floors are rubber tile; in School C, some of the floors are rubber tile and some are asphalt; in School D, some of the floors are hardwood and some are asphalt.

Each of these nurseries has central heating. The lighting in School A is fluorescent and natural; the lighting in School B is natural; the lighting in Schools C and D is fluorescent.

In Schools A and C, the interior decoration is painting, curtains, and shades; in School B, the interior decoration is painting; in School D, the

interior decoration is apainting and venetian blinds.

The walls and ceilings in School A have not been treated for good acoustics. In Schools B, C, and D, the walls and ceilings have been treated for good acoustics.

Description of the Subjects

The enrollment for School A is 32 boys and 37 girls; School B has an enrollment of 33 boys and 31 girls; School C has an enrollment of 16 boys and 16 girls; and School D has an enrollment of 80 boys and 95 girls.

Essentially, money is the answer to the immediate problem of providing better equipped schools and teachers for our children: money for better housing, money for adequate nurseries, money for higher salaries for the teachers, money for playgrounds, materials, and equipment. Citizens will have to spend more pennies out of every tax dollar for education than they do now if the immediate educational needs of children are to be adequately met. Children are cheated if the program is less than the best the community can provide. The conditions under which children are growing up are not nearly good enough to ensure healthy adult citizens. It is only as intelligent people accept the challenge to attack problems and seek new solutions that problems can be solved.

It was with this thought in mind that the writer felt the necessity of showing, in table form, the classes of occupations of the parents of the subjects used in this thesis.¹

Among the most important indications of the status and power of a group is its place in the economic structure. The political influence of

¹

Due to unavailability of data for School D, only Schools A, B, and C are considered in the tables dealing with occupations.

a group, its family patterns, religious beliefs, educational ambitions and achievements, even the possibility of good health and survival cannot be understood until some study is made of the various occupations and ambitions of that group.

Occupations of Parents.--In Table 1 of occupational groups for fathers, School A has the highest percentage of fathers who have professional or technical occupations with 47.0 per cent. School B has the next highest percentage of professional or technical occupations with 41.9 per cent. School C has 11.5 per cent. From the percentages, the clienteles in Schools A and B are in the upper social class. School A leads School B by 5.1 per cent. It is from this upper class that we find the most educated parents, the highest income, better homes, and a greater desire to educate their children. The social status of this group excels that of the other occupational groups. Thus, from the percentages the conclusions drawn are, the clienteles in School A with a percentage of 47.0 and School B with a percentage of 41.9 far excel those in School C with 11.5 per cent in social, economic, political and educational opportunities.

Table 1 shows further that School B has 6.5 per cent of its fathers engaged as managers, officials or proprietors, while the fathers of School A rank only 5.9 per cent. School C has no fathers engaged in this second occupational group.

In the third position of occupational groups, Sales and Kindred, School A has a percentage of 10.3, excelling School C which has 3.8 per cent by 6.5 per cent. School B has no occupations in the third group. The three top occupations, professional and technical occupations, managers, officials and proprietors, and sales and kindred occupations, with professional and technical occupations ranking number one, has hierarchy over the other

TABLE 1

OCCUPATIONS OF THE FATHERS - GIVEN ACCORDING TO SCHOOLS

Occupational Groups	School A		School B		School C	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional and Technical	32	47.0	26	41.9	3	11.5
Managers, officials and proprietors	4	5.9	4	6.5	-	-
Sales and kindred occupations	7	10.3	-	-	1	3.8
Clerical and kindred occupations	8	11.8	15	24.2	1	3.8
Skilled (craftsmen, foremen)	2	2.9	7	11.4	3	11.5
Semi-skilled occupations	2	2.9	-	-	-	-
Building service (workers and porters)	5	7.4	5	8.0	1	3.8
Domestic Service	-	-	-	-	-	-
Unskilled occupations (laborers)	-	-	-	-	-	-
Unknown occupations	8	11.8	5	8.0	17	65.6
Total	68	100.0	62	100.0	26	100.0
Students			1		1	
Disabled	1		1		-	
Grand Total	69		64		27	

occupations. Schools A and B have a far higher percentage in these occupational groups than does School C.

In the fourth ranking order, School B has 24.2 per cent of fathers who have clerical and kindred occupations, School A has 11.8 per cent. School B leads by 12.4 per cent. School C has 3.8 per cent. This occupational group ranks in the upper middle class. Here, again, it is evidenced that the clienteles of Schools A and B have higher standards of social life than those in School C.

Descending down the scale of occupations, in the fifth, sixth, and seventh groups which are skilled, semi-skilled, and service occupations, School C has 11.5 per cent in skilled occupations, School B has 11.4 per cent, School C leads School B by .1 per cent. School A has 2.9 per cent. School B has 8.0 per cent in service occupations, School A has 7.4 per cent, School B leads School A by 1.4 per cent. School C has 3.8 per cent in service occupations. School A has 2.9 per cent in semi-skilled occupations. The social status of the clienteles in these occupations is lower than those in the top four occupations. The school with the highest social status is School A with 47.0 per cent of fathers in professional occupations, and School B ranking second with 41.9 per cent. The school in the lower income class with the highest percentage is School C with 11.5 per cent of its fathers engaged in skilled occupations. School B ranks second in this class with 11.4 per cent.

School C has 65.6 per cent of unknown occupations. It is obvious here that the family income comes from sources other than from the father. School A has 11.8 per cent of unknown occupations, and School B has 8.0 per cent. School C leads School A by 53.8 per cent in unknown occupations and leads School B by 57.6 per cent. No fathers are shown in domestic service

or unskilled occupations.

From this table, it is obvious that in the three schools, there are fathers who rank from the highest to the lowest in social status as seen from the various classes of occupations.

Table 2 shows the occupation groups for the mothers. It is obvious that these nursery schools are used largely to permit the mothers to work regardless of their social status. The high percentage of working mothers bears this fact out.

School B has 63.9 per cent of mothers in professional and technical occupations, School A has 43.5 per cent, and School C has 18.5 per cent. School B leads School A by 20.4 per cent with mothers who have professional occupations and leads School C by 45.4 per cent. Table 1, occupational groups for fathers, shows that in School A, 3.5 per cent more fathers have professional occupations than do the mothers in School A, while in School B, 22.0 per cent more mothers have professional occupations than do the fathers. In School C, 7.0 per cent more mothers have professional occupations than do the fathers. The fathers and the mothers of Schools A and B have a far greater percentage of professional and technical occupations than do those in School C. The social and economic status of the parents of Schools A and B far excel those in School C as shown from the varying percentages. In the second class of occupations, managers, officials and proprietors, School B has 3.2 per cent of such occupations and School A has 1.6 per cent. School C has no occupations in the second class. No mother has occupations in the third class. The majority of the mothers are in the upper social class with professional occupations, except in School C which has a tie between mothers who have professional occupations

and those who have domestic service occupations with 18.5 per cent in each occupation.

In the middle class, School C, 14.8 per cent of mothers have clerical occupations, School B has 9.5 per cent, and School A has 5.7 per cent.

In the lower income group, School A has 4.3 per cent of mothers who have skilled occupations, and School C has a tie with mothers who have skilled and semi-skilled occupations with 3.7 per cent each. In service occupations, School C has the highest percentage of 22.2 per cent. School A has 11.6 per cent of mothers who have service occupations, and School B has 7.9 per cent.

School C has 18.5 per cent of mothers who are domestic workers, School B has 4.7 per cent, and School A has 1.6 per cent. School C has 11.1 per cent of mothers with unknown occupations while in the same School, 65.6 per cent of the fathers occupations are unknown. School A has 5.7 per cent of mothers whose occupations are unknown and School B has 1.4 per cent.

School A has 8.6 per cent of mothers who are students, School C has 7.5 per cent, and School B has 4.7 per cent.

School A has 17.4 per cent of mothers whose occupation is that of housewife, School B has 4.7 per cent. School C has no percentage of mothers who are housewives.

Table 2 reveals that Schools A and B excel with mothers who are in the upper social and economic classes, with School C carrying the highest percentage, 22.2 per cent of mothers in the lower income class and a tie of 18.5 per cent of mothers who have professional occupations and those who have domestic service occupations.

A further appraisal of Table 2 shows that there are mothers in the upper, middle and lower socio-economic classes.

TABLE 2
OCCUPATIONS OF MOTHERS - ACCORDING TO SCHOOLS

Occupational Groups	School A		School B		School C	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional and Technical occupations	30	43.5	41	63.9	5	18.5
Managers, Officials and Proprietors	1	1.6	2	3.2	-	-
Sales and Kindred Occupations	-	-	-	-	-	-
Clerical and Kindred Occupations	4	5.7	6	9.5	4	14.8
Skilled (craftsmen, foremen)	3	4.3	-	-	1	3.7
Semi-skilled Occupations	-	-	-	-	1	3.7
Service (workers and porters)	8	11.6	5	7.9	6	32.2
Domestic Service	1	1.6	3	4.7	5	18.5
Unskilled Occupations (laborers)	-	-	-	-	-	-
Unknown Occupations	4	5.7	1	1.4	3	11.1
Students	6	8.6	3	4.7	2	7.5
Housewives	12	17.4	3	4.7	-	-
Total	69	100.0	64	100.0	27	100.0

Geographical Locations Within the City.--The world children live in varies with the particular family and the environment into which they happen to have been born. Children are self-centered, and their environment as they see it and feel it becomes their own little world. Surroundings are therefore important because they help to shape and build the individual.

During slum clearances, low income families are often forced to crowd even more closely within the remaining slums, in even worse surroundings, thereby increasing the danger of accidents, fire hazards, and disease among the children. Too often the apartment buildings built to replace the slum dwellings have no provisions for adequate play space for children, recreational facilities for the youth and adults, or social workers to help the new residents learn how to live in their new homes.

With these facts in mind, the writer thought the geographical locations of the pre-school children used in this study was an important proceeding.

The locations of these children are shown on a city map, coded according to the nursery in which they are enrolled.

Although these three nurseries are located in the S.W. section of the city, it is evidenced from the map that they draw their enrollments predominately from the S.W. and the N.W. sections. School A serves 32 from the N.W. section, 33 from the S.W. section, 3 from the S.E. section, and 1 from the N.E. Section. School B serves 28 from the N.W. section, 33 from the S.W. section, 3 from the S.E. section, and none from the N.E. section. School C serves 7 from the N.W. section, 25 from the S.W. section, and none from the S.E. or N.E. sections.

School A serves more children from the N.W. section of the city with

32, leading School B by 4, and leading School C by 25. Schools A and B tie with enrollments from the S.W. section with 33 each, leading School C by 8. Schools A and B tie with enrollments from the S.E. section with 3 each. School A has 1 from the N.E. section.

School A has the largest enrollment and the largest percentage of fathers who have professional occupations. Schools A and B tie with enrollments from the S.W. section with School B showing the largest percentage of mothers who have professional occupations.¹

It is significant to note that the S.W. and the N.W. sections are approximately equal as far as the enrollment is concerned.

Definite progress has been made in public housing, but much more is needed, and it needs to be done faster, children should not have to wait; their childhood days are soon gone. All children, in fact all people, need good housing. A comfortable, respectable home, as well as good health, care, food, and clothing, should be the birthright of all children.

This will mean reconstruction of communities - replacing squalid living spaces with decent homes, building modern schools to adequately house and take care of the educational needs of all the children of all the people, and providing adequate play space and recreational facilities for youth and adults. Making communities safe, sanitary, and wholesome will need the intelligence that can be commanded on a nation-wide basis. The fact that these problems are national in scope does not imply, however, that much significant work cannot or should not be done on the state and local community level.

¹Due to the unavailability of data for School D, only schools A, B, and C are considered on the map showing locations.

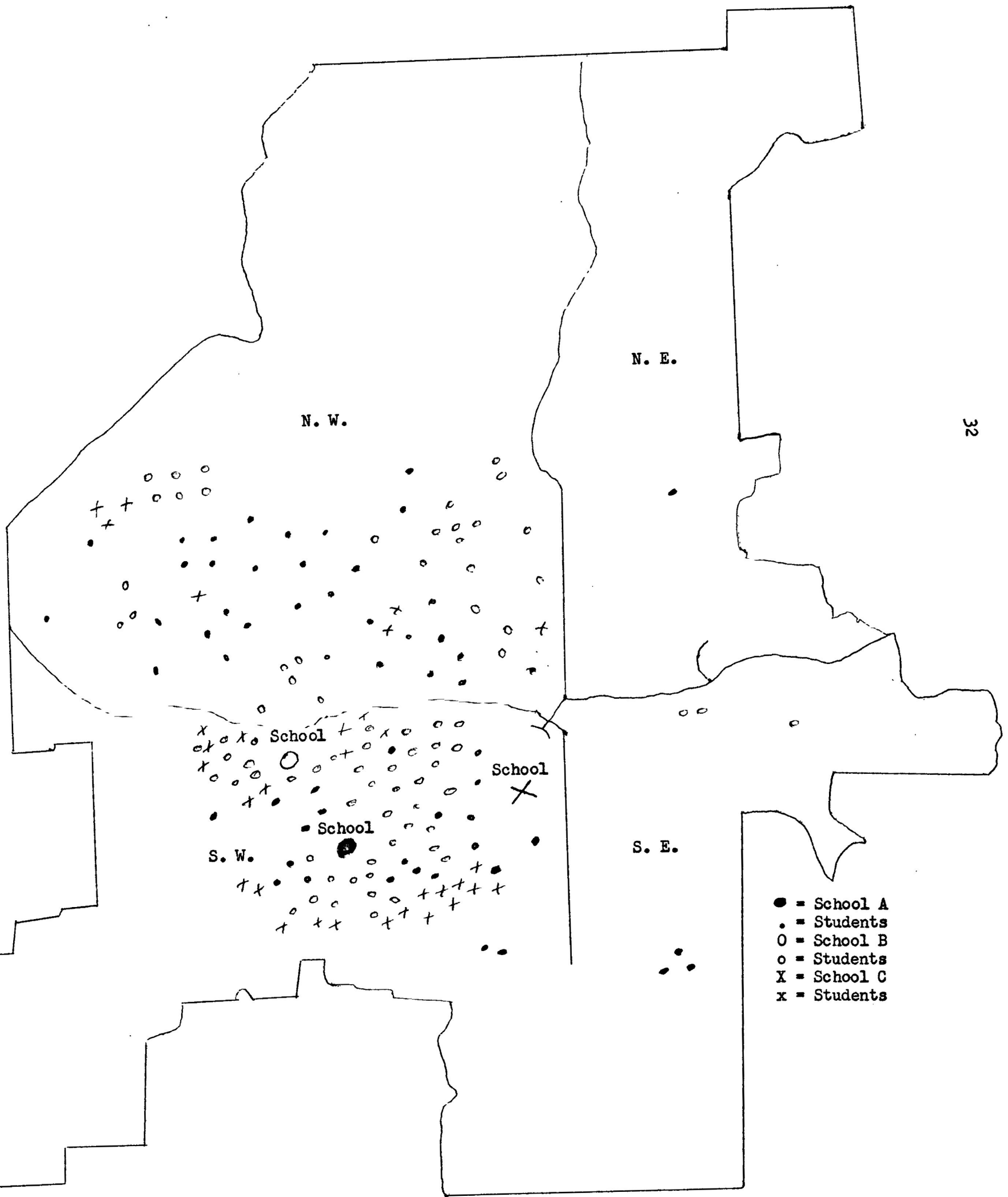


Figure.--Geographical Locations of Subjects used in this Study.

Supervision

Supervision of young children in nursery school by two adults at all times requires firm and well-understood policies of cooperation. It is best for one teacher to be the head teacher, as he is called in a large nursery school where there are more than two teachers on the staff. Children need the stability of knowing the program has a leader. This should be established even if the two teachers are equally skilled and trained. Usually, however, the second teacher is an assistant teacher.

All responsibilities should be designated and schedules should be made before the school year starts. Here again, the teacher's portfolio is valuable. General procedures may be recorded and chores listed. The daily schedules must be well understood by both teachers, and their division of supervisory responsibilities must be well defined.

There are some general rules that will facilitate a smooth daily schedule and good supervision of the children.

1. Teachers should supervise areas from opposite positions. In other words, they need not have specific stations, but should watch each other and cooperate in covering the areas of play. They do not converse while supervising.

2. One teacher prepares one part of the program as the other teacher terminates the current period.

3. Teachers will naturally have special interests in various activities and will find some chores more pleasant than others. These interests may be considered in designating the responsibilities of the program.

4. Staff meetings should be held regularly, and a basic agenda should be followed so that all phases of the program may be covered efficiently.

5. Guidance procedures concerning both individual children and the group must be discussed and planned throughout the year to ensure consistent supervision by both teachers.¹

Supervision is an important part of the nursery school program. In School A, the supervision is as follows: four professional personnel; no clerical personnel; one medical personnel; five maintenance personnel; one teacher per group; and ten children per teacher. In School B, the supervision is: no professional personnel; one clerical personnel; one medical personnel; three maintenance personnel; one teacher per group; and twenty-five children per teacher. In School C, the supervision is: three professional personnel; three clerical personnel; one medical personnel; four maintenance personnel; two teachers per group; and fifteen to eighteen three year olds per teacher, twenty to twenty-two four year olds per teacher, and twenty to twenty-two five year olds per teacher. In School D, the supervision is: ten professional personnel; two clerical personnel; four medical personnel; three maintenance personnel; two teachers per group; and twenty to twenty-five children per teacher.

Income

All day care is provided by each of these four nurseries. The source of income for School A is obtained from private sources, fees and P.T.A. donations. All parents pay the same fee, which averages \$20.00 per month per child. The approximate income for School A in 1959 was \$10,000.00, operating 180 days.

¹

Jerome E. Leavitt, Op. cit., p. 65.

The source of income for School B is obtained from fees. The fees are determined according to the family income. The average fee per child is \$6.00 per week.

The source of income for School C is obtained from the City of Atlanta 1.2%; the Community Chest 65%; 32% from fees, and 1.8% from other sources. Additionally, the nursery school share in the milk reimbursement program of the State of Georgia. The fees paid are determined on the sliding scale. The average fee per child is \$2.35 per week. School had an approximate income in 1959 of \$7,500.00. The approximate cost per child per day was \$1.53, operating 240 days.

The sources of income for School D are fees and church donations. The fees paid are determined on a flat rate basis, with each child paying \$6.50 per week. There are some individual donations. School D operated for 240 days in 1959.

Equipment

Schools for young children need to use forethought about children of two to five years of age in planning suitable facilities and experiences for these children. The tremendous activity which is characteristic of young children means that schools must provide space for large movement indoors and out, apparatus for climbing, balancing, and pulling, large blocks for building and carrying, opportunities for digging and raking, and a program which allows abundant use of these facilities modulated by periods of quiet and rest.

The need of young children to establish some measure of independence means that school equipment must be child-sized, so that children can control their environment and not be handicapped by size when they are in school.

From the following table will be noted the equipment for these four nurseries, listing the equipment according to kind and use as taken from the questionnaire as given by the respective supervisors.

As indicated on Table 3, the four nurseries have all of the listed equipment for eating and sleeping. For climbing, of the equipment listed, School A has no commando nets; School B has no stairs, no trees, and no commando nets; School C has all of the equipment; School D has no knotted ropes and no commando nets. For crawling, of the equipment listed, School A has all of the equipment; School B has no section pipes; School C has all of the equipment; School D has none of the equipment for crawling. For rolling, the four schools have all of the equipment listed. For pedaling, Schools A and D have all of the listed equipment; Schools B and C have no bicycles. For balancing and throwing, the four schools have all of the listed equipment. For lifting, School D has all of the listed equipment; Schools A, B, and C have no medium blocks. For kicking, Schools B and D have all of the listed equipment; School A has no soccer balls; School C has no footballs. For swinging, the four schools have open swings, but Schools A and C have no enclosed swings, and no tire swings; Schools B and D have no tire swings; for sliding, the four schools have slides. For rocking, Schools A, B, and C have all of the listed equipment; School D has no boats. For jumping, Schools B, C, and D have all of the listed equipment; School A has no bouncing boards. For pushing with the legs, Schools B and D have all of the listed equipment; Schools A and C have no see-saws. For pushing with the arms, Schools A, B, and C have all of the listed equipment; School D has no medicine balls. For pulling, Schools A, B, and C have all of the listed equipment; School D has no rakes and no hoes. For pounding

TABLE 3

EQUIPMENT

	School A	School B	School C	School D
Eating				
a. Tables	Yes	Yes	Yes	Yes
b. Chairs	Yes	Yes	Yes	Yes
c. Linen	Yes	Yes	Yes	Yes
Sleeping				
a. Beds	Yes	Yes	Yes	Yes
b. Sheets	Yes	Yes	Yes	Yes
c. Blankets	Yes	Yes	Yes	Yes
Climbing				
a. Jungle gym	Yes	Yes	Yes	Yes
b. Ladders	Yes	Yes	Yes	Yes
c. Stairs	Yes	No	Yes	Yes
d. Trees	Yes	No	Yes	Yes
e. Knotted ropes	Yes	Yes	Yes	No
f. Cammando nets	No	No	Yes	No
Crawling				
a. Large barrels	Yes	Yes	Yes	No
b. Section of play pipes	Yes	No	Yes	No
Rolling				
a. Lawn (outdoors)	Yes	Yes	Yes	Yes
b. Mats (indoors)	No	Yes	Yes	Yes
Pedaling				
a. Wagons	Yes	Yes	Yes	Yes
b. Tricycles	Yes	Yes	Yes	Yes
c. Jeeps, cars, tractors	Yes	Yes	Yes	Yes
d. Bicycles (guard wheels)	Yes	No	No	Yes
Balancing				
a. Boards on low blocks	Yes	Yes	Yes	Yes
b. Balancing rails	Yes	Yes	Yes	Yes
Throwing				
a. Bean bags	Yes	Yes	Yes	Yes
b. Big balls	Yes	Yes	Yes	Yes
c. Smaller soft balls	Yes	Yes	Yes	Yes
d. Soft balls	Yes	Yes	Yes	Yes
Lifting				
a. Assorted boxes and boards	Yes	Yes	Yes	Yes
b. Large hollow blocks	Yes	Yes	Yes	Yes
c. Building blocks	Yes	Yes	Yes	Yes
d. Medium blocks	No	No	No	Yes
Kicking				
a. Soccer balls or large soft balls	No	Yes	Yes	Yes
b. Footballs	Yes	Yes	No	Yes
Swinging				
a. Enclosed swings	No	Yes	No	Yes
b. Open swings	Yes	Yes	Yes	Yes
Sliding				
a. Slides	Yes	Yes	Yes	Yes
Jumping				
a. Jump ropes	Yes	Yes	Yes	Yes
b. Bouncing boards	No	Yes	Yes	Yes
Pushing with Legs				
a. Seesaws	No	Yes	No	Yes
b. Scooters	Yes	Yes	Yes	Yes
c. Wagons	Yes	Yes	Yes	Yes
Pushing with Arms				
a. Medicine balls	Yes	Yes	Yes	No
b. Brooms	Yes	Yes	Yes	Yes
c. Wheelbarrows	Yes	Yes	Yes	Yes
d. Shovels	Yes	Yes	Yes	Yes
Pulling				
a. Pull toys	Yes	Yes	Yes	Yes
b. Wagons	Yes	Yes	Yes	Yes
c. Rakes	Yes	Yes	Yes	No
d. Hoes	Yes	Yes	Yes	No
Pounding				
a. Percussion toys	Yes	Yes	Yes	Yes
b. Clay	Yes	Yes	Yes	Yes
c. Hammers and pegs	Yes	Yes	Yes	Yes
d. Hammers and nails	Yes	Yes	Yes	No
Stretching				
a. Bars and swinging rings	Yes	Yes	No	No
b. Hollow blocks	Yes	Yes	Yes	Yes
c. Climbing ropes	Yes	No	Yes	No
d. Jungle gym	Yes	Yes	Yes	Yes
Wading and Water Play				
a. Wading pools	Yes	No	Yes	No
b. Tubs	No	No	Yes	No
c. Water tables	No	No	Yes	No
d. Play sinks	No	No	Yes	No
e. Big pans	Yes	No	No	No
f. Boats	Yes	No	No	No
Sand Play				
a. Sand box or pit (outdoors)	Yes	Yes	Yes	Yes
b. Sand bin (indoors)	Yes	Yes	Yes	Yes
Skipping, Running, Trick Walking				
a. Large play area with nonabrasive surface	Yes	Yes	Yes	Yes

Schools A, B, and C have all of the listed equipment; School D has no nails. For stretching, School A has all of the listed equipment; School B has no climbing ropes; School C has bars and no swinging rings; School D has no bars and swinging rings, and no climbing ropes. For wading and water play, Schools B and D have all of the listed equipment; School A has no tubs, no water tables, and no play sinks; School C has no big pans and no boats. For sand play, the four schools have all of the listed equipment. For skipping, running, and trick walking, the four schools have large play areas with nonabrasive surfaces.

General agreement seems to exist among psychologists, psychiatrists, and educators concerning some basic principles of growth, development, and learning, and their implications for the physical facilities needed in school.

Table 3 shows the equipment recommended for nursery schools and the responses by the supervisors as to what they have at their schools and what they don't have. Table 4 will show the use of the equipment and the conditions as rated by the supervisors.

As shown on Table 4, the equipment is adequate to meet the needs and interests of the pre-school groups for Schools A, B, and D. School C has inadequacies in equipment for climbing and large blocks.

The equipment is used to capacity in the four schools. The equipment is not overcrowded. No school has a rating of excellent for the equipment. Schools B, C, and D rated the equipment as good. School A rated the equipment as fair.

The Program Offerings

Teachers need to know the ways in which children are alike and ways

TABLE 4
USE OF EQUIPMENT ACCORDING TO SCHOOLS

	School A	School B	School C	School D
1. Is equipment adequate to meet the needs and interests of your pre-school group?	yes	yes	no	yes
2. If the answer is no in number 1, in what areas are the inadequacies?			climbing and large blocks	
3. Is the equipment used to capacity?	yes	yes	yes	yes
4. If the answer is no in number 3, what equipment is not used to capacity?				
5. Is equipment overcrowded?	no	no	no	no
6. Condition of equipment:				
a. Excellent				
b. Good		yes	yes	yes
c. Fair	yes			
d. Poor				

in which they are different in order to plan effectively for them. They must be aware that children of ages two to five have certain developmental tasks to accomplish during this period of optimum growth; these include acquiring muscular control, physiological stability, language skills, skills in social relationships, and an impetus towards personal independence. Children are sufficiently alike that a knowledge of age characteristics is a valuable basis for a teacher to use in planning for groups.

The teacher of the nursery school is in an enviable position to observe children for signs of readiness and to capitalize upon that readiness in the provision of new learning experiences. The flexibility of the nursery school program permits exploration of the environment, informal experimentation with many kinds of materials and equipment, and time for young children to make use of these opportunities. Each nursery school teacher may work with a small enough group so that he can become well acquainted with each of the children with whom he works and plays. This intimate pupil-teacher relationship enables the teacher to observe the child playing or working with others or alone; it gives him time and opportunity to talk with the child and to hear his personal expression of needs and interests. Because the parents of the young children are usually eager to cooperate with the teacher, parent-teacher conferences can be fruitful in providing the teacher with a record of the child's out-of-school behavior, his health history, and his relationships with family and friends.

Children do not wait until they start nursery school to begin learning. Whether a child enters nursery school at two, three, or four years of age, he will bring with him many concepts and impressions. If a child of normal intelligence comes from a home where literate and interested

parents have exposed him to a variety of experiences suited to his levels of learning, he will seem alert and ready to participate in the early group activities of the nursery school. If he has lived a sheltered indoor life, with a minimum of toys and little association with others, he will need to be provided with the kinds of experiences he has not had before he will be ready to enter into the group activities. If a child's relationships with other people have been happy ones, if his world has been a warm, friendly place, if he has enjoyed robust health, if he has had his questions answered, if he has been loved and wanted by his family, he will be able to progress quickly into new and broader learning experiences which are suited to his general maturity level. If a child has been hungry because of lack of money for food, if he has been ill, if he has become suspicious of adults because of cruelty or insecurity in the home, he will need much help of a kind quite different from that needed by the happy, healthy child. Each child must be accepted by the nursery school teacher as he is.

Some of the special needs of the child upon which nursery school planning should be based are as follows:

1. The need to get along well with other children and to fit into small groups with a minimum of disturbance to group or individual. As they grow socially and show interest in playing near, and later with, other children, they become ready for the lessons in sharing and cooperation at a simple level.

2. The need to feel the security of some routine and order, but not to be bound by rigid time schedules for everything. The daily program

should be thoughtfully planned, but flexible.

3. The need to orient themselves to their world through play. Time, equipment, and guidance must be provided to encourage active individual and group play.

4. The need to feel well and to feel wanted. Nursery schools must assume responsibilities for maintenance of good health and improvement of questionable health for each child. This includes mental, physical, and emotional health.

5. The need to have constructive activities which provide outlets for the emotional expressions of the age group. Hammers, finger paints, clay, space to run, equipment to climb, and quiet places to be alone are among the necessary inclusions in program planning.

6. The need for ever-larger "worlds" to explore and within which to experiment. Space, some unrestricted areas in which to wander undisturbed, props to aid in dramatic play, materials to invite the use of creative ideas, objects inviting investigation through seeing, feeling, manipulating, smelling, and listening, and pets and garden areas conducive to observation and "helping" are a few of the essential provisions.

7. The need to be himself. A program must be planned to meet the children's needs; the children must not be "fitted" into a program.

8. The need for happy relationships with his family and time to be with them. A nursery school day should be short enough so that the children will not be away from their homes for too long periods.

9. The need to have all the adults in his life understand him and understand one another. Some home-school relationships include frequent parent-teacher conferences, child study groups, parent visitation in the

home.¹

Table 5 will show the program offerings of the four nurseries studied for this thesis.

As shown on Table 5, Schools C and D have devotions; School B has a very simple devotion; School A has no devotion. The four schools have health inspection, free play, toilet and wash, group discussions and stories, music, two snacks, one full meal, and rest periods.

Schools A, C, and D have collage pasting; School B has no collage pasting. The four schools do tempera paintings. Schools A, B, and C do woodwork; School D does no woodwork. Schools A, B, and C have water play; School D has no water play. The four schools have parties and movies. Schools A and B have puppet shows; Schools C and D have no puppet shows. For special entertainment, School A goes on excursions such as train trips, bus trips, campers and community trips; School B has no special entertainment; School C has special entertainment such as field trips to the zoo, fire station, and the bakery, hikes, visits for small santa claus, and visits to the Easter Farm; School D attends civic concerts.

For special programs, the four schools observe the holidays with appropriate exercises such as learning new poems, songs, rendering programs, and doing appropriate drawings. The four schools make and send cards for Christmas, St. Valentine, Easter, and Mother's Day. For other programs, School D does choral readings.

¹

Jerome E. Leavitt, Op. cit., pp. 301-302.

TABLE 5

PROGRAM OFFERINGS ACCORDING TO SCHOOLS

	School A	School B	School C	School D
<u>Regular Program:</u>				
Devotions	No	Very simple	Yes	Yes
Health inspection	Yes	Yes	Yes	Yes
Free Play	Yes	Yes	Yes	Yes
Toilet and wash	Yes	Yes	Yes	Yes
Group discussions and stories	Yes	Yes	Yes	Yes
Music	Yes	Yes	Yes	Yes
Snacks	Yes	Yes	Yes	Yes
How many	2	2	2	2
Full meal	Yes	Yes	Yes	Yes
Rest periods	Yes	Yes	Yes	Yes
<u>Occasional Program:</u>				
Collage pasting	Yes	No	Yes	Yes
Tempera painting	Yes	Yes	Yes	Yes
Woodworking	Yes	Yes	Yes	No
Water play	Yes	Yes	Yes	No
Parties	Yes	Yes	Yes	Yes
Movies	Yes	Yes	Yes	Yes
Puppet shows	Yes	Yes	No	No
<u>Other Special Entertainment:</u>				
Field trips	train trips, bus trips, campers and community trips	No	Yes	Civic Concerts
a. Zoo	No	No	Yes	No
b. Fire station	No	No	Yes	No
c. Bakery	No	No	Yes	No
Hikes	No	No	Yes	No
Visits for small santa claus	No	No	Yes	No
Visits to Easter Farm	No	No	Yes	No
<u>Special Programs:</u>				
1. Are holidays observed with appropriate exercises?	Yes	Yes	Yes	Yes
A. Poems	Yes	Yes	Yes	Yes
B. Songs	Yes	Yes	Yes	Yes
C. Programs	Yes	Yes	Yes	Yes
D. Drawings	Yes	Yes	Yes	Yes
2. Are cards made and sent for				
A. Christmas	Yes	Yes	Yes	Yes
B. St. Valentine	Yes	Yes	Yes	Yes
C. Easter	Yes	Yes	Yes	Yes
D. Mother's Day	Yes	Yes	Yes	Yes
<u>Other Programs:</u>				
Choral readings	No	No	No	Yes

CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of General Design of the Study.--This includes summary of rationale, summary of evolution, statement of the problem, purposes, procedural steps, summary of related literature, findings, conclusions, implications, and recommendations.

Play is the essential part of education. It is nature's prescribed course. School is invaluable in forming the child to meet actual social opportunities and conditions. Without the school he will not grow up to fit our institutions. Without play he will not grow up at all.

To the child, play is the most important thing there is. It is primary, comes first in interest, represents life - real life. It is what all the rest is for. It is difficult, making an infinite and insatiable demand for power and courage. It is authoritative, required, not to be slighted without shame. Play is the child. In it he wrecks himself. It is the letting loose of what is in him, the active projection of the force he is, the becoming of what he is to be.

It is generally known that the pre-school period in the children's lives is a basic, formative one both from a point of view of adults and of society. The formative pre-school years are the foundation for effective citizenship, leadership, morality, and health, just as an architect designs and plans a building on a strong foundation in order that it may withstand, so must the lives of children be planned and built on a strong

foundation so that they may develop the desired traits as they grow older. Children's lives must be built from a strong foundation if they are to survive satisfactorily in this world of many changing problems.

Play builds the child. It is a part of nature's law of growth. It is in truth for the sake of play, and of growth conducted by it, that there is such a thing as a child at all. Children do not play because they are young, they are young in order that they may play. It is for the sake of play that the great phenomenon of infancy exists. Play is the positive side of that phenomenon. Growth through play is an example of growth action.

The writer is interested in the formative as well as the later years of development of children. Not too far in the past, the play facilities and equipment for Negro children in this city were very limited and inadequate. Just recently, more facilities and equipment have been put into use by the Negro population, but with little consideration for the pre-school child. Realizing the importance of play in forming a firm foundation on which to build a secure life, the writer did a descriptive survey to determine to what extent the pre-school child had been planned for in the present areas of play activities.

The problem involved in this study was to determine the facilities, equipment, and program offerings for pre-school Negro children in four selected nurseries in Atlanta.

The purposes of the study were to answer the following questions:

1. What is the general status of nursery school education for Negro children in Atlanta?
2. What facilities and equipment are available to pre-school Negro

children in four selected nurseries in Atlanta?

3. What is the condition of the play equipment and facilities for the pre-school children in these four nurseries?

4. What classes of the population do they serve?

5. What are the program offerings for the pre-school Negro children in these four nurseries?

6. What is the extent of adequacy of the existing play equipment and facilities in these four nurseries in relation to the interest and needs of pre-school children as formulated by authorities on early childhood development?

7. What are the implications for the development of nursery school education for Negro children in Atlanta?

Procedural Steps.--The data for this thesis were obtained by use of:

(1) Address and occupational forms, which were filled out by the writer from information supplied by the supervisors of each nursery. The location of each subject used was coded on a city map according to the school in which he is enrolled; and the occupations of each parent were worked out on a percentage basis and shown on Tables 1 and 2. (2) Questionnaires, which were filled out by the supervisors of each nursery. This data supplied information on the physical facilities, the supervision, equipment, and program offerings which were treated in general descriptions and table forms. (3) Interviews which were held by the writer with the supervisors for the purpose of gaining a better understanding of the nurseries and information on the data supplied by the supervisors on the questionnaires, and (4) Observations which were made by the writer of the pre-school groups during their various activities in order to gain a better understanding of

the general characteristics of young children, and how they react to different learning experiences in different activities. It was through these observations that the writer was strengthened to adequately treat the data supplied for this thesis.

Summary of Related Literature.--Of the various view points held by the authors used in this study on the importance of nursery school education, the following summarization was drawn.

Any good nursery school should safeguard the health of the child and should promote his physical, mental, social, and emotional development. With the help of specialists, the nursery school protects the child as far as possible from physical dangers and from contact with contagious disease, encourages such health-building habits as the eating of nutritious food, taking a daily nap or rest period, and engaging in desirable, physical activities. Through the provision of interesting, varied, and stimulating play materials, the school assists in the unfolding of mental powers and the promotion of special interests. The presence of other children of approximately the same stage of development allows for much experimentation in the technique of social contacts. Always the ideal is a happy child who has plenty to do, accepts certain routines as inevitable, and in other activities feels free to follow the dictates of his own fancy, one who gets along acceptable with others without being wholly dependent upon them and in every way grows more mature as the year progresses.

A sound, flexible program of education needs to be designed specifically for all children aged three, four, and five years. Such a program should be planned without any thought of preparing children for primary school. It should be planned, instead, to serve the unique needs of young

children, with the realization that a program so planned is the best kind of preparation for all educational experiences to follow. A program growing out of the special developmental needs and interests of children, supplementing their home experiences, should bring rich and vital experiences into their lives.

The good school is the one that most completely reflects the highest values of the surrounding society. The best preparation for adult living is adequacy at every age - from the age of one on through the years to adulthood. Society can help the home to provide a better education for the children under six. This is the task of the nursery school program in the strengthening of our democracy. Inasmuch as it is now generally accepted that this type of educational contribution is necessary for the well-being of children, it becomes the responsibility of a democratic society to see that it is provided for all children.

With right intentions and honest, determined effort, the toughest and most persistent of educational problems, the most involved issues and misconceptions can be dispelled. Deficiencies in school practice will disappear, only as alert educators and interested citizens work together to make them disappear.

If the child's environment at nursery school is appropriately created, and if it contains play materials that will occupy his hands and interest his mind, his inherent impulses to grow and learn will prompt him to teach himself at his own rate and in his own manner. Young children are capable of great industry, great concentration, and deep absorption when an environment and play materials within it cater to natural inner growing and learning impulses.

Children come to nursery school already endowed with many inherent potentials - energy, curiosity, emotion, a functioning imagination, and a unique ability to learn through the use of fantasy. These potentials serve children in their progress from sensory experience to perceptual experience to the acquisition of concepts.

Summary of Findings.--Analysis of the results of the instruments used and the procedures yielded the following findings:

1. There are twenty-one nurseries in the city of Atlanta operated on a profit or non-profit basis.
2. There are no licensed operators of nurseries. Only a permit is required from the Fulton County Health Department.
3. There is no state law on the operation of nurseries.
4. There is no accrediting agency for the nurseries.
5. There are no curriculum or program guides.
6. There are no formal standards of education for the nurseries.
7. There are no regulations for the standards, rules, or operation of these nurseries other than that the nurseries must be sanitary and the equipment must be safe for the different age groups using the equipment.
8. The enrollments of three of the nurseries studied draw heavily from the N.W. and the S.W. sections of the city.
9. The enrollments for two of the nurseries from the N.W. and S.W. sections are approximately equal.
10. The four nurseries have play areas which are adequate in space and size.
11. There is a variety of equipment in each of these four nurseries which is used for the educational development of the pre-school child.

12. The average per cent of working mothers is greater than the average per cent of working fathers.

13. Social and economic classes of all levels are found in three of the four nurseries studied.

14. The nurseries are poorly located in regards to pre-school children.

15. On the average, adult interest in nursery school education is inadequate.

16. Schools A and B have more fathers and mothers in professional occupations than School C has.

17. The social status for the clienteles in Schools A and B is higher than that in School C. School B, as shown by the marked upper class distribution of national occupations, serves a clientele much higher in occupational status than any of the other nursery schools studied.

Conclusions.---The study seems to warrant the following conclusions:

1. More nurseries are need to meet the present demands of the pre-school children in the city of Atlanta.

2. There should be more emphasis and planning on the educational values of the nursery schools on a city-wide basis.

3. The standards, rules, and regulations under which the nursery schools operate should be strengthened on the state level as well as on the local level.

4. The participation of pre-school children in the four nurseries studied is relatively normal.

5. The buildings have adequate facilities.

6. The indoor and outdoor play areas of the four nurseries are adequate to meet the needs and interests of the pre-school groups.

7. The nurseries are used largely for the convenience of working mothers.

8. The supervision in each of the four nurseries is adequate to serve the pre-school groups.

9. Sufficient care is provided in each of these four nurseries.

10. Each nursery has an adequate source of income to operate the nursery.

11. The equipment is adequate to meet the needs and interests of each group in three of the nurseries.

12. The equipment is inadequate in one of the nurseries.

13. The equipment is used to capacity but is not overcrowded in these four nurseries.

14. The equipment is in relatively good condition these nurseries.

15. The program offerings of these four nurseries come up to the recommended standards.

Implications.--The evidence presented in this study has certain implications for educational planners and workers. The following are statements of implication:

1. Continued efforts must be made to ascertain ways and means of providing more nursery schools for the present demand of the pre-school population.

2. Continued efforts must be made to develop citizen committees who will cooperate with the nursery school educational program in ascertaining more nursery schools for the present pre-school population and encouraging adult interest and education in pre-school education.

3. Ways and means must be developed by way of getting the nursery

school program accredited on the state and local levels and ascertaining teacher certification for the teaching of nursery school children.

Recommendations.--On the basis of the foregoing findings, the following recommendations are offered:

1. A better system of municipal inspection should be provided for the nurseries city-wide.
2. There should be some state laws governing the requirements, rules, and regulations of the nursery schools.
3. There should be an accrediting agency set up for the nursery schools on a city-wide basis; and there should be provision for continuing supervision and inspection.
4. There should be program or curriculum guides set up for the nursery schools.
5. A citizens committee should be organized to act in an advisory capacity in setting up formal standards for the nursery schools.
6. More effort on the part of the adult citizens should be evidenced in increasing the enrollment of pre-school children city-wide.
7. In view of the present number of pre-school children, many more nursery schools should be provided for these pre-school children.
8. Citizens committees should be organized to discuss and plan ways of providing more nursery schools throughout the city.
9. Some techniques should be devised as a means of increasing adult interest in nursery school education.
10. More visitation should be done by the adult citizens, so as to gain a better knowledge of nursery school activities and their importance to the pre-school child.

11. The colleges in Atlanta engaged in teacher training should require more visitations of the prospective graduates to the nurseries by way of providing a better understanding of younger children and why they react in different situations as they do.

Value of the Study.--It is hoped that this study will serve to help expand and strengthen nursery school education throughout the city of Atlanta, Georgia.

Investigation has shown that there has been no previous study of the facilities, equipment, and program offerings for pre-school Negro children in Atlanta, Georgia. The writer hopes that this study will stimulate further investigation into this important phase of the child's life.

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Mrs. H. P. Dobbs, Head of the General Sanitation Section, Fulton County Health Department, Atlanta, Georgia. April 4, 1960.

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APPENDIX

Address and Occupation Form

[illegible]

QUESTIONNAIRE

GENERAL INFORMATION

Date _____ Respondent _____

Location _____ Respondent's Position _____

Type of Agency

1. Community Chest Sponsored _____

2. School Sponsored _____

3. Church Sponsored _____

4. Privately Sponsored _____

Approximately size of area served _____

Are additional services provided? Yes (): No () .

If answer is yes, list 1. _____; 2. _____; 3. _____

Affiliation with any National Agencies?

List 1. _____; 2. _____; 3. _____

Enrollment:

Number of boys? () Number of girls () .

Part I

1. The plant - Physical facilities -----

1. How many play areas are provided? _____

2. Number of areas according to age? _____

3. Is there an isolation room? Yes ____; No ____.

4. Number of square feet per child indoors? (); Outdoors () .

5. Number of children served? _____

6. Office space? _____

7. Is there a teacher's lounge? Yes (); No () .

Number of rest rooms for children? _____

a. Where located? _____

9. Is there storage space? Yes (); No ().

10. Discuss use of space -- eat, sleep, play, in same room? _____

11. Are separate facilities provided for each? _____

12. Are the floors suitable? Yes (); No ().

a. Hardwood Yes (); No ().

b. Rubber tile Yes (); No ().

c. Linoleum tile Yes (); No ().

d. Other: 1. _____; 2. _____

13. Heating facilities: Furnace _____; Stove _____

Other: _____

14. Lighting? Fluorescent (); Natural ()

Other? Specify 1. ____; 2. ____; 3. ____

15. Interior decoration? Painting (); Curtains (); Shades ____;

Other: _____

16. Have the walls and ceilings been treated for good acoustics?

Yes (); No ().

II. Supervision -

1. Number of professional personnel _____

2. Number of clerical personnel _____

3. Number of medical personnel _____

4. Number of maintenance personnel _____

5. Number of teachers per group _____

6. Number of teachers per child _____

7. Type of care provided
 - a. All day _____
 - b. One-half day _____
 - c. One-fourth day _____
 - d. Other _____
8. Source of income
 - a. Public _____
 - b. Private _____
 - c. Fees _____
 - d. Other _____
9. How are fees determined? _____
 - a. Average fee? _____
 - b. Individual donations? _____
10. Approximate income (annually) _____
11. Approximate cost per child per day _____
12. Number of days care provided in 1959 _____

PART II

I. Equipment

According to a list of suggested play equipment conducive to physical activity for pre-school children as recommended by recognized standards, check the equipment provided for your plant:

1. Eating

Tables - Yes (); No ().

Chairs - Yes (); No ().

Linen - Yes (); No ().
2. Sleeping

Beds - Yes (); No ().

Sheets - Yes (); No ().

Blankets - Yes (); No ().

3. Climbing

Jungle gym Yes (); No ().

Ladders Yes (); No ().

Stairs Yes (); No ().

Trees Yes (); No ().

Knotted ropes Yes (); No ().

Commando nets Yes (); No ().

4. Crawling

Large barrels Yes (); No ()

Section of play pipe Yes (); No ()

5. Rolling

Lawn (outdoors) Yes (); No ().

Mats (indoors) Yes (); No ().

6. Pedaling

Wagons Yes (); No ().

Tricycles Yes (); No ().

Jeeps, cars, tractors Yes (); No ().

Bicycles (guard wheels) Yes (); No ().

Other: 1. _____; 2. _____

7. Balancing

Boards on low blocks Yes (); No ().

Balancing rails Yes (); No ().

Other: 1. _____; 2. _____

8. Throwing

Bean bags Yes (); No ().

Big balls Yes (); No ().

Smaller (soft) balls Yes (); No ().

Soft balls Yes (); No ().

Other: 1. _____; 2. _____

9. Lifting

Assorted boxes and boards Yes (); No ().

Large hollow blocks Yes (); No ().

Building blocks Yes (); No ().

Others: 1. _____; 2. _____

10. Kicking

Soccer balls or large softballs Yes (); No ().

Footballs Yes (); No ().

Others: 1. _____; 2. _____

11. Swinging

Enclosed swings Yes (); No ().

Open swings Yes (); No ().

Tire swings Yes (); No ().

Others: 1. _____; 2. _____

12. Sliding

Slides Yes (); No ().

13. Rocking

Assorted rocking horses Yes (); No ().

Boats Yes (); No ().

14. Jumping

Jump ropes Yes (); No ().

Bouncing boards Yes (); No ().

15. Pushing with legs

Seesaws Yes (); No ().

Scooters Yes (); No ().

Wagons Yes (); No ().

16. Pushing with arms

Medicine balls Yes (); No ().

Brooms Yes (); No ().

Wheelbarrows Yes (); No ().

Shovels Yes (); No ().

Push toys Yes (); No ().

17. Pulling

Pull toys Yes (); No ().

Wagons Yes (); No ().

Rakes Yes (); No ().

Hoes Yes (); No ().

18. Pounding

Clay Yes (); No ().

Percussion instruments Yes (); No ().

Hammers and pegs Yes (); No ().

Hammers and nails Yes (); No ().

19. Stretching

Bars and swinging rings Yes (); No ().

Hollow blocks Yes (); No ().

Climbing ropes Yes (); No ().

Jungle gym Yes (); No ().

20. Wading and water play

Wading pools Yes (); No ().

Others: 1. _____; 2. _____

3. _____; 4. _____

21. Sand play

Sand box or sand pit (outdoors) Yes (); No ().

Sand bin (indoors) Yes (); No ().

22. Skipping, running, trick walking

Large play area with nonabrasive surface Yes (); No ().

Others:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

II. Use of Equipment

1. Is the equipment adequate to meet the needs and interests of your pre-school group? Yes (); No ().

2. If the answer is no in number 1, in what areas are the inadequacies? _____

3. Is equipment used to capacity? Yes (); No ().

4. If answer is no in number 3, what equipment is not used to capacity? _____

5. Is the equipment overcrowded? Yes (); No ().

6. Condition of equipment? Excellent (); Good (); Fair ().
Poor ().

PART III

Program offerings

A. Regular (Daily)

Devotions Yes (); No ().

Health inspection Yes (); No ().

Free play (outdoor and/or indoor) Yes (); No ().

Toilet and wash Yes (); No ().

Group discussions and stories Yes (); No ().

Music Yes (); No ().

Snacks Yes (); No ().

How many? _____

Rest period Yes (); No ().

Full meal Yes (); No ().

B. Occasionally

College pasting Yes (); No ().

Tempera painting Yes (); No ().

Woodworking Yes (); No ().

Waterplay Yes (); No ().

Parties Yes (); No ().

Movies Yes (); No ().

Puppet shows Yes (); No ().

Other special entertainment

1.

2.

3.

4.

5.

C. Special

1. Are holidays observed with appropriate exercises?

Yes (); No ().

Poems Yes (); No ().

Songs Yes (); No ().

Programs Yes (); No ().

Drawings Yes (); No ().

Others: 1. _____; 2. _____

3. _____; 4. _____

2. Are cards made and sent for

Christmas Yes (); No ().

St. Valentine? Yes (); No ().

Easter Yes (); No ().

Mother's Day? Yes (); No ().

3. Field trips? _____

4. Others:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____